

ENGAGE:

Take your seat – look at the image – PLAN the description / narrative you might write.

GET
EXAM
READY ✓



DROP – ZOOM – FLASH – ECHO

What direction would your writing take?

GCSE – Paper 1 - Language

Learning Objectives:

Explain, comment on and analyse how writers use language to achieve effects and influence readers. (AO2)



**'NO HANDS UP'
CLASSROOM**

Lesson Objectives:

1. Explore techniques of responding to Paper 1: Question 2.
2. Identify exam board tips.
3. Practice responding.



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Key Terms

What do the following words mean?

Motivation – reason or reasons for acting or behaving in a particular way.

Deliberate – done consciously and intentionally..



Today we are looking at: Paper 1 – Question 2

What does a *typical* question 2 look like?

Q2) How does the writer use language here to describe...

You **could** include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms

It **IS** could... not should.
Naming parts / techniques **not**
essential to score points.

[8 Marks]

Today we are looking at: Paper 1 – Question 2

Success Criteria – Top Band

Level 4

Detailed,
perceptive
analysis

7-8 marks

Shows detailed and
perceptive understanding of
language:

- Analyses the **effects** of the writer's choices of *language*
- Selects a judicious range of textual detail
- Makes sophisticated and accurate use of **subject terminology**

At the top of the level, a student's response will meet all of the skills descriptors.

FOCUS on the 'effect of language'.
What does the choice achieve?

Marks can still be gained **without** (upto Level 3).

THE BIGGEST TIPS:

1. Identify **3** examples where language has an effect on the audience.

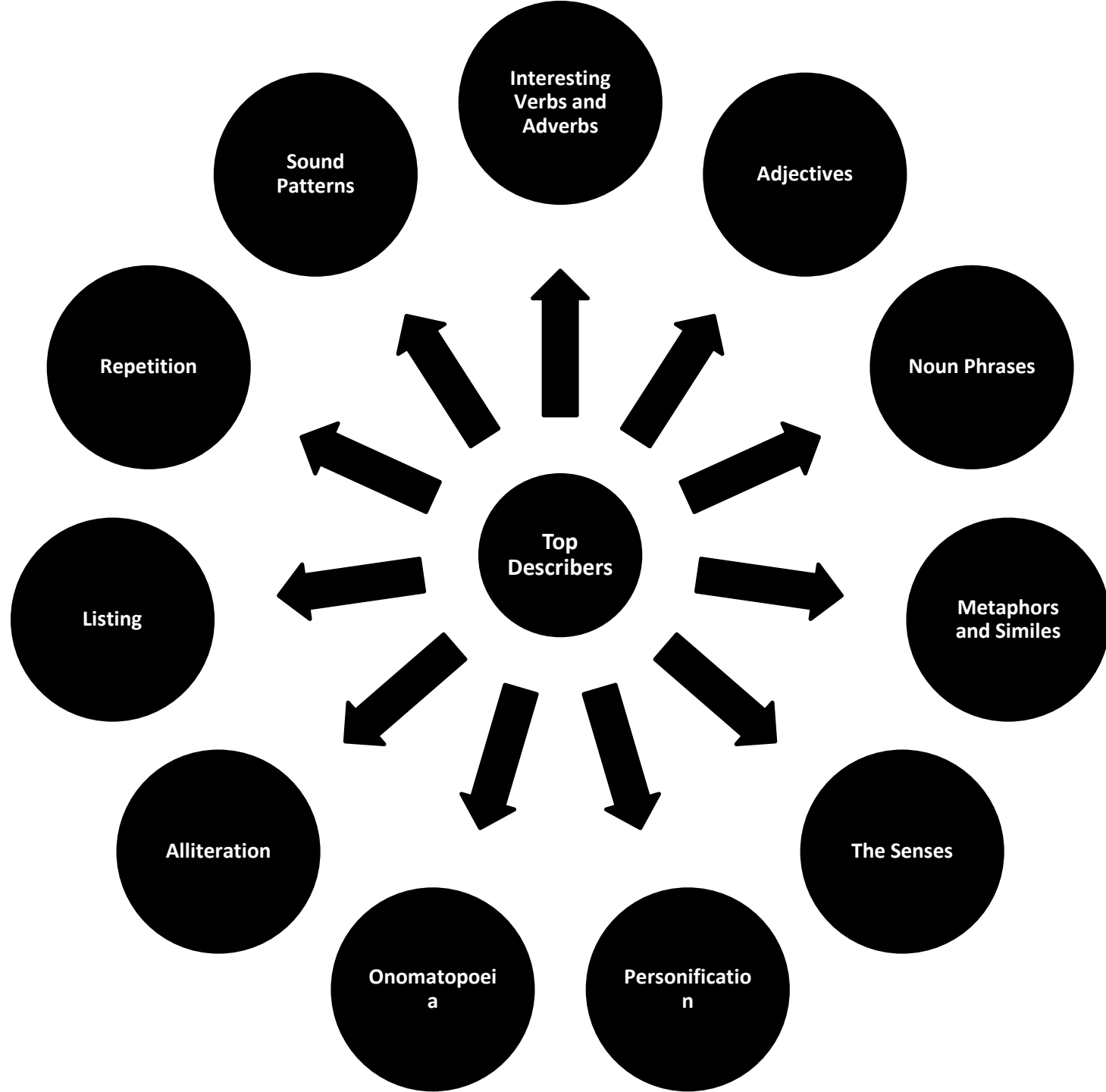
2. Look to see if these **3** examples are linked at all (theme, word type, effect, pattern etc).

3. Use QU-I-D three times to explain the effect of the language choices you've spotted:

QU – Quote the language example you've chosen.

I – Infer / Interpret what effect the writer is trying to create.

D – Describe how the effect is achieved.



*Let's now look at a REAL question 2 with sources
and have a go at responding....*



Time to spend
on question:
12 minutes
max.



WORD

“The writer...”

“It makes me
think / feel /
imagine...”

“It makes me
respond...”



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Today we are looking at: Paper 1 – Question 2

What are the key elements of this quote?

Q2) How does the writer use language to describe the effects of the weather?

The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint attempt to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wind came in gusts, at times shaking the coach as it travelled round the bend of the road, and in the exposed places on the high ground it blew with such force that the whole body of the coach trembled and swayed, rocking between the high wheels like a drunken man.

The driver, muffled in a greatcoat to his ears, bent almost double in his seat in a faint attempt to gain shelter from his own shoulders, while the dispirited horses plodded sullenly to his command, too broken by the wind and the rain to feel the whip that now and again cracked above their heads, while it swung between the numb fingers of the driver.

The wheels of the coach creaked and groaned as they sank into the ruts on the road, and sometimes they flung up the soft spattered mud against the windows, where it mingled with the constant driving rain, and whatever view there might have been of the countryside was hopelessly obscured.

The trout arced into the air, his body glistening, performing the ballet of the river. With a plunking sound, he darted back to the shadowed depths, his catch already safe in his spotted belly.